

BUENA VISTA ELEMENTARY

310 S. Batesville Road
Greer, South Carolina 29650

GRADES K-5 Elementary School

ENROLLMENT 730 Students

PRINCIPAL Ann K. Mohr 864-848-2300

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

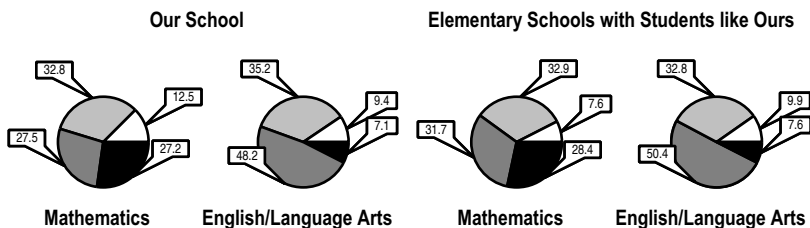
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	146	89
Percent satisfied with learning environment	100.0%	89.6%	95.4%
Percent satisfied with social and physical environment	93.6%	89.7%	79.5%
Percent satisfied with home-school relations	97.8%	94.5%	96.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	411	99.8	9.4	35.2	48.2	7.1	55.4	17.6
Gender								
Male	212	99.5	10.8	35.5	45.3	8.4	53.7	17.6
Female	199	100.0	7.9	34.9	51.3	5.8	57.1	17.6
Racial/Ethnic Group								
White	337	99.7	7.1	33.2	52.0	7.7	59.7	17.6
African-American	48	100.0	31.7	56.1	9.8	2.4	12.2	17.6
Asian/Pacific Islander	3	100.0	N/A	13.3	73.3	13.3	86.7	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	337	100.0	4.0	34.2	53.1	8.7	61.8	17.6
Disabled	74	98.6	34.3	40.0	25.7	N/A	25.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	411	99.8	9.2	35.3	48.3	7.2	55.5	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	409	99.8	9.0	35.5	48.3	7.2	55.5	17.6
Socio-Economic Status								
Subsidized meals	48	100.0	31.0	52.4	11.9	4.8	16.7	17.6
Full-pay meals	363	99.7	6.6	33.2	52.7	7.4	60.2	17.6

Mathematics								
All students	411	100.0	12.5	32.8	27.5	27.2	54.7	15.5
Gender								
Male	212	100.0	11.3	30.4	28.9	29.4	58.3	15.5
Female	199	100.0	13.8	35.4	25.9	24.9	50.8	15.5
Racial/Ethnic Group								
White	337	100.0	8.6	32.5	29.8	29.1	58.9	15.5
African-American	48	100.0	48.8	43.9	2.4	4.9	7.3	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	40.0	60.0	100.0	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	337	100.0	7.1	32.3	29.8	30.7	60.6	15.5
Disabled	74	100.0	36.6	35.2	16.9	11.3	28.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	411	100.0	12.2	32.9	27.6	27.3	54.8	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	409	100.0	12.1	32.8	27.7	27.4	55.1	15.5
Socio-Economic Status								
Subsidized meals	48	100.0	45.2	35.7	7.1	11.9	19.0	15.5
Full-pay meals	363	100.0	8.3	32.6	30.0	29.1	59.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	134	N/A	12.1	23.5	52.3	12.1	64.4
	Grade 4	153	N/A	4.6	33.1	53.6	8.6	62.3
	Grade 5	151	N/A	7.3	41.1	48.3	3.3	51.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	120	100.0	5.3	21.1	56.1	17.5	73.7
	Grade 4	137	100.0	9.9	29.0	55.7	5.3	61.1
	Grade 5	154	99.4	12.2	51.7	35.4	0.7	36.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	134	N/A	12.2	35.9	26.7	25.2	51.9
	Grade 4	153	N/A	11.9	29.8	34.4	23.8	58.3
	Grade 5	151	N/A	9.9	29.1	24.5	36.4	60.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	120	100.0	7.9	24.6	28.9	38.6	67.5
	Grade 4	137	100.0	11.5	33.6	25.2	29.8	55.0
	Grade 5	154	100.0	16.9	38.5	28.4	16.2	44.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 730)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Up from 1.1%	1.2%	2.4%
Attendance rate	97.4%	No change	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	49.5%	Up from 46.4%	42.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.0%	Up from 7.7%	4.7%	8.0%
Older than usual for grade	0.3%	Down from 0.5%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	62.2%	Up from 61.5%	55.1%	50.0%
Continuing contract teachers	95.6%	Up from 90.4%	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.4%	Up from 84.7%	88.5%	86.2%
Teacher attendance rate	98.4%	Up from 98.1%	96.3%	95.3%
Average teacher salary	\$40,378	Up 0.7%	\$40,921	\$39,909
Prof. development days/teacher	6.6 days	Down from 13.5 days	10.0 days	11.4 days

School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio	22.4 to 1	Up from 21.5 to 1	20.4 to 1	18.9 to 1
Prime instructional time	95.1%	Up from 94.1%	91.8%	89.7%
Dollars spent per pupil*	\$4,695	Up 6.4%	\$5,546	\$5,892
Percent spent on teacher salaries*	69.8%	Up from 68.1%	70.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**GOALS AND OBJECTIVES**

The Buena Vista Elementary faculty, staff, and community developed a School Portfolio which includes a comprehensive plan for continuous improvement. All stakeholders participated in the development of three main goals for our school. (1) Students will master grade level standards in Mathematics, English Language Arts, Science, and Social Studies. (2) A safe, orderly, and inviting learning environment will be provided for students, staff, and the community. (3) Student learning and achievement will improve through the use of technology. These goals were written to address specific school needs and components of the school district's Education Plan. The School Improvement Council along with school personnel regularly review the progress made in achieving these goals.

ACCOMPLISHMENTS

The school earned the Red Carpet Award from the South Carolina State Department of Education. This award acknowledges our warm, nurturing, family-friendly school environment. A partnership between the school district and our PTA supplied a new 30-station networked computer lab, video monitors for each classroom, media server, and networked software for student acceleration in mathematics. The No Child Left Behind legislation views "standard" as Proficient or Above on the Palmetto Achievement Challenge Tests. At least 50% of the students in grades three, four, and five scored Proficient or Advanced on the Mathematics portion of the PACT in 2002. Our goal is to increase this percentage until all students meet the standard.

PLANS FOR THE FUTURE

Buena Vista Elementary will implement the Malcolm Baldrige criteria for performance excellence. The staff have recognized the need to "engage students in the learning process in order to help them attain the higher standards set for today's learners and tomorrow's leaders." The Baldrige criteria provide a framework for continuous improvement. Through the collection and analysis of student data, our staff will enable students to be successful learners at increasingly higher levels of performance.

Ann K. Mohr
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.